

SUMMARY OF CSC PROPOSAL FOR EXECUTIVE AND MANAGEMENT TRAINING

1. Entry level training for new managers.
 - a. 3300 employees moving annually from supervisory or specialty positions to manager jobs.
 - b. Curriculum to focus on program management and managerial role. Presumably, traditional introduction to management, involving theories, functions and styles, would be provided in a learning situation probably utilizing simulation exercises.
 - c. Course timing and duration: eight weeks; to be taken within six months after appointment.
2. Training for managers appointed to higher level managerial positions.
 - a. 2700 managers moving annually to higher level managerial positions.
 - b. Since trainees in this group are already experienced managers, emphasis would be on continued training and education. Specific course content not yet determined; would be programmed to further sharpen managerial skills and techniques, especially in areas of needed improvement as shown in CSC's survey.
 - c. Course timing and duration: three weeks.
3. Entry level executive training.
 - a. 720 managers moving annually into executive positions.
 - b. Course content would be oriented towards program management concepts and attributes relative to policy formulation and execution. Training would assist officers to lessen their preoccupation with their previous managerial jobs and identify with a higher order of program management and policy issues. Commission studies of essential executive attributes indicate the necessity of providing an integrated learning structure to avoid consideration of management subjects as isolated units. The Commission advocates a methodology of executive training that would insure maximum participation in practical work situations with minimum time devoted to informational inputs or outputs. The CSC proposal would stress relevancy of training experience to learner needs; use of learners as training resources and acceptance of responsibility of learning by the learners. Practical orientation would be accomplished through simulations and gaming as much as possible to achieve involvement, motivation for learning and reproduction of real office situations.
 - c. Course timing and duration: eight weeks; to be taken within twelve months after appointment.

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4. Continuing education for balance of incumbent managers and executives.
 - a. 50 to 60,000 incumbents whose positions do not change within a given year.
 - b. Course content would deal with substantive program management, e.g., agriculture; functional management, e.g., data processing; management tools and techniques, e.g., manpower forecasting; in-house training, e.g., Agency operating procedures; and personal and interpersonal skills.
 - c. Course timing and duration: minimum of one week; to be taken annually.

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SUMMARY OF FACTORS CONTRIBUTING TO MANAGERIAL EFFECTIVENESS *

I. Most Essential Attributes:

Executives

1. Delegates authority; accepts consequences
2. Recognizes when a problem exists
3. Inspires loyalty/confidence
4. Selects and uses information in decision-making
5. Determines advantages and disadvantages of alternative actions
6. Effectively uses manpower
7. Correctly defines problems
8. Acts decisively

Mid-Managers

1. Correctly defines problems
2. Recognizes when a problem exists
3. Determines advantages and disadvantages or alternative actions
4. Selects and uses information in decision-making
5. Effectively uses manpower
6. Acts decisively
7. Orally communicates effectively
8. Effectively works with superiors

II. Attributes in Need of Improvement:

Executives

1. Listens effectively
2. Establishes effective work teams
3. Effectively develops and trains subordinates
4. Measures progress toward objectives
5. Analyzes complex problems and issues
6. Establishes objectives
7. Adjusts to new situations
8. Recognizes potential impact of change on Agency's public

Mid-Managers

1. Effectively trains and develops subordinates
2. Analyzes complex problems or issues
3. Channels creativity of subordinates
4. Can express ideas in writing
5. Can personally apply management
6. Establish effective working teams
7. Has knowledge of management science techniques to make judgments
8. Effectively uses manpower resources

* A sample of 52 top government executives, GS-18 and above, were asked, in interviews, to rank the relative importance of a long list of managerial factors developed from literature and research. Six hundred executives in Grades GS-17 and GS-16 were asked to make the same rankings for mid-managers reporting to them (284 responded).